R E P O R T R E S U M E S

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SPECIAL EDUCATION, CURRICULUM GUIDELINES FOR TEACHERS OF EDUCABLE MENTALLY RETARDED CHILDREN IN NEBRASKA.

BY- ALCORN, DEWAINE AND OTHERS
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

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PREPARED BY A 1965 SUMMER WORKSHOP AT THE UNIVERSITY OF NEBRASKA, THIS GUIDE LISTS SPECIFIC SKILLS AND UNDERSTANDINGS TO BE DEVELOPED IN SEVEN SUBJECT AREAS. IN EACH AREA, SKILLS AND UNDERSTANDINGS ARE DIVIDED INTO A PRIMARY LEVEL, AN INTERMEDIATE LEVEL, AND AN ADVANCED LEVEL. WORKBOOKS AND MATERIALS, VOCABULARY LISTS, GAMES AND EQUIPMENT, AND TEACHER REFERENCE SOURCES ARE LISTED. EXAMPLES OF FORMS FOR GATHERING PUPIL INFORMATION, FOR USE IN PARENT CONFERENCES, AND FOR EVALUATION OF THIS CURRICULUM GUIDE ARE INCLUDED. (MY)

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SPECIAL EDUCATION

CURRICULUM GUIDELINES

for

Teachers of Educable Mentally Retarded Children

in Nebraska

EC 000 152

23

State of Nebraska

Department of Education
Floyd A. Miller, Commissioner

Lincoln, 68509
1965

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PREFACE

This curriculum guide has been prepared particularly for teachers of educable mentally retarded children as they prepare to work with these children in their individual classrooms.

Through legislative action the citizens of Nebraska have indicated their responsibilities to these exceptional children by providing excess cost reimbursement, supervision and testing services to local school districts.

The materials contained in this guide were collected and compiled by a 1965 summer workshop composed of special education teachers under the leadership of Dr. Dewaine Alcorn, University of Nebraska.

The State Department of Education expresses its sincere appreciation to those who participated in the writing of this guide, and recommends its use by those who are working with educable mentally retarded children.

FLOYD A. MILLER

COMMISSIONER OF EDUCATION

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FOREWORD

We feel that because the Educable Mentally Retarded child has educational deficiencies and because he has special needs in education, a special course of study must be set up for his needs. For convenience, this Curriculum Guide is divided into three sections according to difficulty. It will still have to be adjusted to the individual child's ability by the teacher.

In writing the various sections of this Guide, the committee considered the children in the primary level to have a CA of 7-9, the intermediate level 9-12 and the advanced level 13 and up. The attainments on the following pages were generally thought of as being desired by all children at the level, but perhaps mastered only by the most able. Most of the items included in the primary and intermediate levels will need to be reinforced at the succeeding levels.

In using this Guide, it is suggested the items be considered attainments or outcomes to be desired. It is believed that only by stating specific attainments and then teaching for them, that the special class teacher can be assured that his pupils will gain the understandings, skills, habits, and attitudes that were intended in planning the unit of work. The following attainments should not be considered all inclusive; they are merely guidelines. This Guide will defeat its purpose if it stifles the ingenuity and resourcefulness of the teacher in his own unique school situation.

Much thought, work, and cooperative planning has gone into the compiling of the Guide by all the members of the 1965 Summer Workshop under the direction of Dr. Dewaine Alcorn. The needs, interests and aptitutes of the educable retarded child, as well as his mental, physical, social and spiritual growth have been uppermost in our thinking. This type of child must be encouraged to realize his abilities as well as his limitations.

This Guide for the Educable Mentally Retarded is now being submitted for use. It is not a finished product because it must actually be used in classroom situations to have its strengths and weaknesses evaluated. It is expected that future additions, deletions and revisions will be made. Only those of you who use this Guide can help in making it effective. As you think of ways in which the Guide can be improved, please jot them down on the evaluation sheets and toward the close of the 1965-66 school year, submit your ideas to Dr. Dewaine Alcorn, Assistant Professor of Educational Psychology and Measurements, 1620 R Street, Lincoln, Nebraska

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Appreciation is also expressed to Dr. Clifford C. Casjens, former Consultant, and Mr. LaVern Ells, Consultant for Mentally Retarded, Special Education Section, State Department of Education for their help and encouragement in the development and distribution of the guide.

NEBRASKA SPECIAL EDUCATION PROGRAM

-- AIMS --

1. Special Education directs attention on the capabilities of the child rather than on his disabilities.

2. Special Education endeavors to provide the best possible parental training and guidance. It invites the active participation of parents in the directed program.

3. Special Education is designed to become an effective local program; one which is an integral part of public school education, administration, and maintained at the local level.

4. Special Education at the State level seeks to coordinate the services of various State agencies interested in the needs of the handicapped child so that the respective skills of the various specialists may be directly focused to meet the needs of the individual child.

5. Special Education endeavors to provide for the "exceptional child" the status, security, and success which every child has the right to expect from an educational program.

From State of Nebraska 1964 Annual Report
Nebraska's Public School Services for Handicapped Children
State of Nebraska, Department of Education

CLUES FOR USE

1. Accept every child as he is.
2. Help children develop a feeling of belonging.
3. The way a teacher is dressed has an important influence on behavior.
4. The TONE of voice which the teacher uses is her most effective disciplinary aid.
5. Provide meaningful drill.
6. Use simple vocabulary.
7. Develop activities for better use of leisure time.
8. Place emphasis on concrete things.
9. Instruction and management of children should be positive.
10. Be pleasant with children, a smile goes farther than a frown.
11. Give approval whenever possible.
12. There is no substitute for careful planning.
13. Remember that all behavior, both good and poor, is caused.
14. Use unhurried directions, speak slowly and plainly.
15. Keep teacher verbalism to a minimum.
16. Never make threats.
17. Never make promises you cannot keep.
18. Semi-isolation is often effective with hyperactive children (DO NOT USE AS A PUNISHMENT).
19. Parent conferences are a must.
20. Respect each child as a person of worth.
21. Remember clues are helpful but in the final analysis <u>you</u> are the teacher.

INTRODUCTION TO ARITHMETIC CURRICULUM GUIDE

Arithmetic is an essential subject in the educational program for mentally retarded children. The purpose of the program should be to help prepare each child for everyday life, taking into consideration his level of comprehension, his mental age and his maturity. It should include the fundamental basic arithmetic skills and the use of these in practical problem solving situations. Because of the difficulty for these children to transfer learning, the teacher must provide concrete and realistic learning situations.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
ARITHMETIC FACTS AND PROCESSES	Counts to 100 Understands: Numbers to 20 Number sequences Ordinals from 1st to 3rd Addition and Subtraction to ten Can write to 10	Reinforcement of previous learning Counts by 1's, 2's, 5's,10's to 100 Understands: Ordinals Borrowing and Carrying Simple Multiplication and Division Simple fractions Writing numbers by 1's, 2's 5's,10's to 100 Meaning of directions -- North, South, East, West (See vocabulary list)	Reinforcement and practical application of previous learning Addition: Basic facts Two or more numbers with & without carrying Zeros Columns Larger numbers Adding Money Subtraction: Basic facts Borrowing Zeros Subtracting money Larger numbers Multiplication: Tables Zeros 1,2, and 3 place multipliers and multiplicands Carrying

AREA	PRIMARY	ARITHMETIC INTERMEDIATE	ADVANCED
			<u>Division:</u> Basic facts Zeros Remainders 1 and 2 place divisors <u>Fractions:</u> Simple addition Subtraction Multiplication Division <u>Roman Numerals:</u> 1 through 12, 50, 100, 1000 <u>Decimals:</u> Changing to percent Fractional equivalents
MONEY	<u>Recognizes:</u> Coins to a dollar and begins to realize value Symbols: ¢; $. <u>Knows:</u> Coin equivalents up to a half dollar Wage relationship to jobs	<u>Recognizes:</u> Coins and bills through $1.00 Bank and its function <u>Knows:</u> Meaning of allowance and savings How to work addition and subtraction How to make change through $1.00 How to use money symbols in written form Relationships of coins to $1.00	Makes and counts own change Understands bills and coins to $100.00 <u>Knows:</u> Reading and writing money value Money equivalents through $100.00 Make change through $10.00 Fractional parts of a dollar Use of decimal in multiplication and division of money <u>Shopping:</u> <u>Understands:</u> Thrifty buying Advertisement tricks How to evaluate sales bargains Catalog ordering Money orders Discounts and reductions Buying on credit

Knows:

- How to buy by the dozen, case or carton
- How to figure prices in groupings (e.g., 3/10¢)
- How and when to use installment buying
- How to order from a menu and figure the bill as a customer or waitress

Banking:

Understands:

- How to open checking account and how to write checks
- How to keep bank records
- How to open a savings account
- How to make deposits
- Interest you pay
- Interest you receive
- What borrowing from a bank means

Management:

Understands:

- Pay check deductions
- Costs of owning a car (Advantages and disadvantages)
- Cost of utilities and rent
- Value of upkeep and repairs
- Travel costs
- Advantages of travel by car, bus, train, or plane

Knows:

- How to set up and live within a budget
- Importance of paying bills when due
- Cost of various licenses
- Cost of various insurance
- How to keep accurate records
- How to get and keep a credit rating
- Approximate income from various jobs
- Concepts of gross and net income

Cost of medical and dental care
How to complete tax forms
Payroll - hourly, weekly, etc.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
MEASUREMENT	Understands: Inch, foot, yard Cup and 1/2 cup, Dozen and 1/2 dozen Knows: What weight scale is How to identify pint, quart, and gallon How to read a weather thermometer	Understands: Correlation of cup, 1/2 cup, dozen, 1/2 dozen Knows: How to use a ruler and yardstick to measure distance How to measure distance in terms of blocks How to use standard measure; cups, teaspoons, tablespoons, pints, quarts, and gallons How to read scales correctly (bath and produce) Common measurement abbreviation How to read and use a thermometer	Understands: Common terms such as block, mile, 1/2 mile Measurements as they apply to clothing Distance in mileage Reading of electric, gas, and water meters and terms used Knows: How to figure feet, inches, yards, and miles How to use pints, quarts, gallons, tsp., and tbls. How to use ruler, yardstick, tape measure How to use road maps Measurements in height, weight, and width of object How to figure perimeter and square feet. How addresses and streets are numbered

AREA	PRIMARY	INTERMEDIATE	ADVANCED
TIME	Knows: Time by hour, half hour Seasons Understands: Concepts of a calendar, days, months, and years Morning, afternoon, day, night, noon, and midnight	Knows: Time by hour, half hour and minutes A.M. and P.M. Sequence of seasons How to interpret and read a calendar Necessity of punctuality	Knows: How to set a clock Time equivalent (e.g., 15 min. equals quarter hour) How time is applied in cooking How to read and write time in short form Understands: Punctuality for work and other engagements How work, time, and pay are related How to plan schedules -- daily, weekly, monthly How time is used in computing pay Organization of a calendar

USEFUL WORKBOOKS AND DITTO-CARBON MASTERS

AREA	PRIMARY	INTERMEDIATE	ADVANCED
TIME	Time - level 1 Continental Press*	Time - level 2 Continental Press	Time - level 3 Continental Press
MEASUREMENT	Measurement - level 1 Continental Press	Measurement - level 2 Continental Press	Measurement - level 3 Continental Press
MONEY	United States Money - level 1 Continental Press	United States Money - level 2 Continental Press	United States Money - level 3 Continental Press
			The Money You Spend Follett Publishing Co. Chicago
			Getting Ready for Pay Day (3 books) Frank E. Richards, Publisher New York, New York
			Everyday Business Gary D. Lawson, Publisher 9488 Sara Street Elk Grove, California

* Continental Press
1451 Dundee Avenue
Elgin, Illinois

ARITHMETIC VOCABULARY WORD LIST

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	time	double	hundreds-thousands-millions
	money	average	sum
	measure	reduce	amount
	more-less	center-edge	cheapest
	big-little	youngest-oldest	mixed number
	long-short	fewest	common denominators
	large-small	cheaper	proper fractions
	many-few	least	improper fractions
	heavy-light	half-gallon	numerator-denominator
	high-low	length-width	gross-net
	tall-short	distance	deduction
	all	mile	taxes
	enough	block	state-federal
	some	depth-height	social security
	none	one half	insurance
	not any	one third	policy-premium-due date
	under-over	one fourth	tape measure
	bottom-top	couple	speedometer-odometer
	first-last	ton	perimeter
	middle	ounce	square foot (feet)-square inches-square yard (s)
	above-below	pound	dues - fees
	early-late	curve	estimate
	far-near	triangle	surface
	in front of - behind	diamond	area
	begin-end	borrow-carry	angle-right angle
	beside	multiply-divide	a.m. - p.m. (A.M. - P.M.)
	around	plus-minus	Roman numerals
	left-right	remainder-difference	schedule
	younger-older	o'clock	capacity
	fewer - less - more	alarm clock	punctual
	empty-full	half past	leap year
	pair - single	quarter past	money order
	cupful	quarter till	over-time
	teaspoon	second	parcel post - special delivery
	tablespoon	watch	C.O.D.
	circle	postage	time clock
	in - out	bushel	

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	square	cent	wages
	round	half dollar	credit
	straight	worth	admission
	day - night	allowance	per hour
	today - yesterday - tomorrow	bus fare	lay away
	noon - midnight	check	sales slip
	morning - afternoon	change	past due
	evening	once - twice	receipt
	slow - fast	north - south	per cent
	week	east - west	cash
	year	fraction	banking
	month	fourth-fifth-sixth	deposit slip
	hour	summer - winter	bank balance
	minute	fall - spring	statement
	clock	column	cancelled
	calendar	row	interest
	penny	package	wage scale
	nickel	freezing	instalment
	dime	boiling	budget
	quarter	temperature	property tax
	dollar		wheel tax
	buy - sell		rent
	save - spend		lease
	coins		rate
	pay		tax
	price		endorse
	cost		bill of sale
	add - subtract		sales tax
	take away		per cent
	first - second - third		withholding tax
	number		job rating
	inch-foot-yard		Community Chest
	pint - quart - gallon		decade
	dozen		per annum
	weight		annual
	scale		semi-annual
	thermometer		century
	cheap		
	ruler		
	yardstick		
	stamp		

USEFUL ARITHMETIC GAMES AND EQUIPMENT

GAMES

Baseball

Dominoes

Imma Whiz

Bingo

Conductor

Parking Lot

Quizzmo

Bean Bag

Ben - G - Puzzles

Chutes and Ladders

Ring Toss

Tiddley Winks

Say-It

I Win

Judy Number-ite

Monopoly

EQUIPMENT

Flash cards

Abacus

Mini - Clocks

Judy Clocks

Thermometer (toy or real)

Counters (pegs, sticks, beads)

Toy money

Toy cash register

Rulers

Yardsticks

Tape measure

Scales

Measuring cups

Measuring spoons

Pint, quart and gallon containers

Income tax forms

COMMUNICATIONS

(Language Arts)

The Educable Mentally Retarded child acquires most of his information through listening and speaking. Acquiring skill in these areas compensates, in part, for reading disability. Systematic instruction is necessary for the mentally retarded to develop the skills of learning by listening and of thinking by talking.

Reading for the mentally retarded will be reading for necessity, awareness of their surroundings, and their protection and safety. The most important factor in the teaching of reading is the development in the child of a positive attitude toward learning to read. He should then be able to progress according to his ability.

A necessary list of spelling words consists only of those few words that the child utilizes to meet his daily written communication needs. Spelling should be taught systematically, for the mentally retarded child does not learn to spell incidentally.

The teaching of handwriting for the mentally retarded has at least three approches:

Teach manuscript first, followed by cursive when writing compares with normal second grade level

Teach cursive first followed by manuscript at advanced level when it is needed for filling out forms of all types

Teach manuscript or cursive as seems desirable and allow the child to use either form

Stress legibility rather than speed. Teach all children to read cursive writing.

COMMUNICATIONS - LANGUAGE ARTS

Aim: to instill in the student the abilities for oral and written communication so that he may have a more useful and successful life.

AREA	PRIMARY CA 6-9	INTERMEDIATE CA 10-13	ADVANCED CA 13 and up
	Building of skills: Readiness	Development of skills; Continue readiness as needed	Application of skills: Continue refining and broadening skills and concepts learned in the intermediate, using the unit approach
ORAL LANGUAGE	Is increasing attention span Is able to make known his personal needs Recognizes and imitates simple sounds and detects their direction and location Answers simple questions Knows first and last name, phone number, address and b irthday Waits for his turn to speak Shares experiences with others Is able to greet visitors and introduce himself	Shares experiences and thoughts with others Is able to greet visitors and introduce himself and others	Relates, shares and discusses his experiences with others Uses correct forms in introductions and is aware of good manners.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Is learning to converse and speak freely (retelling stories, play situations, etc.)	Participates in class discussions and conversations in socially acceptable ways	Participates in class discussions of assignments, rules and regulations, topics of current interest, and general information
	Speaks distinctly without shouting (conversations, phone, etc.)	Is developing a pleasing voice	Uses a pleasing voice in discussion and conversations
	Is learning correct sentence structure and uses complete sentences	Learns as much correct English as possible without interfering with desire to talk	Uses correct English forms when speaking
	Is increasing oral vocabulary	Continues to use increased oral vocabulary with understanding	Uses increased and broadened vocabulary with understanding
	Listens to and comprehends simple instructions and directions	Knows how to listen for directions and information	Can give directions and ask for information and directions
	Gives attention to story-telling	Listens with understanding to stories	Understands and discusses stories and literature read by each other and the teacher
		Takes part in dramatizations of telephone conversations, stories, pantomimes, puppets	Dramatizes oral job application, telephone conversations, and other life situations (tape recorder)
		Understands sight vocabulary for protection and direction	Has understanding of words for protection and direction (List is included)
READING	Has developed eye coordination		
	Has developed left-to-right sequence, top-to-bottom		
	Perceives likenesses and differences		
	Group similar objects		

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Detects words that begin with some sounds		
	Recognizes and associates spoken rhyming words		
	Asscciates objects with spoken words		
	Notices details in pictures and stories		
	Arranges picture stories in sequence	Understands that pictures give clues to story action	
	Begins to identify the alphabet	Can identify the alphabet	Learns alphabetizing in preparation for dictionary work and use of telephone directory, etc.
	Recognizes important signs (Stop, Danger, etc.)	Knows sight vocabulary for protection and direction	Reads for protection and direction (A list of suggested words is included)
	Knows proper treatment of books	Enjoys handling and looking at library books	Uses a variety of reading material with high interest-low vocabulary books covering the reading levels of the students in the classroom
	Is developing sight vocabulary	Reads experience charts and chart stories	Increases vocabulary through the use of experience charts
		Associates words with ideas and experiences	Reads for everyday living, using oral, concrete and visual material
		Reads with comprehension on pre-primer and primer level (progresses to higher level according to ability.)	Uses sequential reading which will allow him to function and progress at his own rate. (Use high interest-low vocabulary series.)

AREA	PRIMARY	INTERMEDIATE	ADVANCED
		Reads signs, labels, notices programs, and class news	Reads information blanks, telephone directories, labels, directions on products, recipes (measures), catalogs, road maps, patterns, etc.
		Enjoys word games	Participates in suitable word games
			Reads newspaper for understanding and information (headlines, local, state, and national news, classified section, and the funnies)
			Reads copies of publications (Sports, mechanics, teenage, etc.)
WRITTEN LANGUAGE	Is developing eye and hand coordination		
	Is developing use of both gross and fine muscles		
	Knows left-to-right sequence		
	Knows how to hold pencil properly		
	Uses correct posture when writing	Knows correct letter formation of the alphabet	
	Writes own name	Writes simple sentences, name, address, birthday	Writes complete sentences, fills in forms (social security, drivers licenses, income tax, application, catalog orders, etc.)
	Copies simple sentences, dates and labels	Develops legible handwriting	Uses legible handwriting
	Is developing neatness and legibility in writing		
	Has an awareness of proper use of capital letters	Knows fundamental rules for capital letters for names	Uses correct capitalization (proper nouns, abbreviations, etc.)

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Has an awareness of simple punctuation (period, question mark)	Knows fundamental rules for use of period, question mark, and comma	Makes use of correct punctuation (quotation marks, apostrophe, exclamation point, etc.)
		Knows a short list of necessary spelling words	Spells words taken from and needed in everyday living (names of days, months of year, seasons, activities, etc.)
		Writes invitations, thank you notes, short friendly letters	Writes all types of letters (business, friendly, applications, invitations, apologies, etc.)
		Writes short, one-paragraph stories about himself, his surroundings, or class activity	Writes paragraphs using correct English forms. Writes and uses experience charts.
		Writes simple directions, as for making an article or cooking something	Writes for personal convenience, recipes, grocery lists, etc.
			Uses the abbreviations found in their experience, such as Dr., St., Blvd., Mr., Mrs., etc.

WORD FOR PROTECTION AND DIRECTION

PRIMARY	INTERMEDIATE	ADVANCED		
men	lost	quiet-hospital	check-out	cattle crossing
women	found	no admittance	deposits	no pets allowed
boys	look	slow - school	dead end	public telephone
girls	listen	employees	entrance	no hunting
exit	on	post no bills	no peddlers	no fishing
stop	off	use other door	keep off grass	no trespassing
go	police	clearance	manager	fire escape
walk	danger	doctor	principal	flammable
in	keep off	slippery when wet	storage	out of order
out	keep out	cashier	aisle (1,2,3,etc)	ladies
red	thin ice	custodian	gate (1,2,3,etc)	gentlemen
green	trash	beware of dog	row (1,2,3,etc)	no U turn
push	keep clear	counter (1,2,3,etc)	do not litter	no left turn--right
pull	deep water	tickets	dynamite	fall out shelter
	office	no liquids allowed	stock room	fire alarm
	waste paper	in gym, etc.	drop cans here	break glass in case of fire
	cross here	department	this side up	no solicitors
	poison	posted	handle with care	no minors allowed
	school zone	no skating	lobby	watch your step
	bus stop	fragile	men working	please have correct change
	wet paint	winding road	deposit	no parking
	RR crossing	U.S. MAIL	coin return	freight elevator
		rest rooms	private	merging traffic
		yield	high voltage	one hour parking
		teller	road closed	elevator
		gasoline	pavement ends	help wanted
		private parking	soft shoulders	cafeteria
		capacity 10 tons (etc.)	resume speed	no smoking
				bargains
				no sale

SUGGESTED READING GAMES

Group Word Teaching Game ..... The Garrard Press
"Bingo" Champaign, Illinois
E. W. Dolch, Ph.D.

Basic Sight Vocabulary Cards. ..... The Garrard Press
E. W. Dolch, Ph.D. Champaign, Illinois

Grab ..... Dorothea Alcock
The reading game for children 107 N. Elspeth Way
Corvina, California

The Rolling Reader ..... International Visual E. Service
Ives - Achdrens Press Co.
300 South Racine Avenue
Chicago 7, Illinois

Word and Phrase ..... Kenworth Educational Services
sentence builder Buffalo, New York

Spill and Spell ..... Parker Brothers, Inc.
Salem Manufacturers
Des Moines, Iowa

Hangman

Make Words from Holiday Names

Pass Word

Crossword Puzzles

Anagrams

REFERENCES FOR LANGUAGE ARTS

Books for Slow Readers	Marshall S. Hiskey, Ph.D. University of Nebraska 1620 "R" Street Lincoln, Nebraska
Planning for Mentally Handicapped Children - In Nebraska Public Schools	Floyd A. Miller Commissioner of Education State Capitol Building Lincoln, Nebraska
Special Education - Children with Cerebral Palsy	Nebraska Department of Public Instruction Commissioner of Education State Capitol Lincoln, Nebraska
Teen-Age Tales	D. C. Heath & Co. Boston, Massachusetts
The Job Ahead-New Rochester Occupational Reading Series By Herman R. Goldberg Winifred T. Brumber	Science Research Associates, Inc., Chicago, Illinois
Sign Cards and Words for Safety and Guidance	Exceptional Products Corp. P.O. Box 6374 Richfield, Minnesota

INTRODUCTION TO SOCIAL SKILLS

We are concerned in this portion of the Curriculum Guide with skills necessary to develop in students effective social attitudes for operating in a democratic society. In short, it is our aim to help students develop those concepts necessary for good citizenship.

The Social Skills section has been divided into seven major areas: self-identification, relationship with others, in the home, in the community, in the state, and in the nation.

A major emphasis has been placed on developing an understanding and acceptance of self with its limitations and the basic responsibilities that entitle one to the available freedoms guaranteed to all in this great country of ours.

It is our hope that when reading the items in this area a teacher will be able to quickly see the progression of learning through the three major stages of a child's development in his social life.

After completion of this program we feel the child should be prepared to take his place in the adult world as a worthy contributor to society.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
SELF-IDENTIFICATION	Knows orally names, age telephone, address, parents' name		
	Recognizes written names, telephone, address	Writes name, birth (month and year) telephone, parents' name and siblings' names	Writes full names, birth place, birth record, address, telephone parent or guardians' name, and siblings' name
	Knows own sex (boy and girl) birth date, siblings' names	Knows own sex, height, weight, religious preference	Knows height, weight, sex, race, church and religious preference

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Develops personal preferences in toys, pets, T. V. and radio programs, music, games, and hobbies	Cooperates in showing personal preferences in toys, pets, T.V. and radio programs, clothing, sports, hobbies, books, music and friends	Knows personal preferences in belongings, games, friends, pets, books, music, clothing, radio and T. V. programs, clubs, hobbies, and sports
RELATION-SHIP WITH OTHERS	Develops participation with others, give-and-take with others, cooperates with adults and a group	Practices concern for another, good peer relationship, and fair play with others and co-operation with adults and groups	Practices respect for authority in the school and on the job
	Develops recognition of need and asking for help		
	Moves from imitative toward independent expressions of courtesy	Practices appropriate use of courteous expressions, table manners, and proper conduct in public places	Practices courtesies toward fellow students and workers
		Practices making and accepting apologies graciously	Practices making and accepting apologies
		Practices assuming responsibilities	Assumes personal responsibilities
		Develops effective use of leisure time and practices choosing friends wisely	Practices effective use of leisure and the choosing and keeping of worthwhile friends
	Develops respect for the aged	Knows need to respect aged	Practices respect for the aged
IN THE HOME	Develops understanding of roles of mother and father	Knows the role of mother, father, siblings	Knows the role of mother with respect to housekeeping and child care
	Develops understanding of what family members do to help one another	Practices cooperation with family members	Knows role of father and/or mother as wage earner
		Practices budgeting of allow-ances and earnings	Knows role of parents in wise budgeting of money, discipline of children and sex education

AREA	PRIMARY	INTERMEDIATE	ADVANCED
			Knows parental responsibility toward community
	Develops care of own needs, (physical) care of clothing, toys, and other possessions	Practices respect for property rights and wishes of other family members	Achieves understanding of his position in and contribution to the home
		Practices sharing toys, pets, T.V. and radio programs with the family	Practices pleasant, courteous manners toward the family
		Demonstrates pride in home and family life	
		Knows location and type of own home	
		Practices regularity and systematic procedure in the home	
IN THE SCHOOL	Learns classmates' names, and necessary rules and regulation in the school	Knows classmates, necessary rules of conduct in the classroom, restroom, halls, playground, gymnasium, lunchroom, and auditorium	Achieves proper conduct in classroom, restroom, halls, and auditorium
	Develops cooperation with teacher, principal, other teachers, and custodian with respect to help and authority	Practices cooperation with teacher, principal, superintendent, children in the class, school nurse, custodian	Achieves satisfactory relationships with all school personnel
	Develops respect for school property	Practices respect for school property	Knows and practices care of all property, both personal and public
	Develops understanding of emergency practices and procedures necessary for safe evacuation of self and others	Knows emergency practices and exits	Practices emergency procedures and knows proper exits

AREA	PRIMARY	INDERMEDIATE	ADVANCED
	Develops practices in good grooming and good health habits	Practices good grooming and health habits	Knows and practices good health habits, grooming and careful choice of clothing
	Moves from parallel toward pair and group play	Develops group participation	Practices group participation
	Develops an awareness of time	Practices punctuality	Practices punctuality in attending to and completing all responsibilities
		Practices a wholesome attitude toward others	Achieves a wholesome attitude toward others
		Cooperates in room and school activities	Participates in all school activities available
			Shares responsibility in class projects
	Develops good habits of sharing and listening	Practices good habits of and listening (communications)	Accepts with courtesy other classmates with their contribution
	Develops an awareness of various social situations	Develops readiness for new situations	Participates in preparation for meeting new situations-social and economic
			Knows and understands on-the-job relationships with employer and employee
			Knows characteristics of good leadership and good followship"

AREA	PRIMARY	INTERMEDIATE	ADVANCED
IN THE COMMUNITY	Develops understanding for emergency procedures for fire, storm, civil defense, accident, and what to do when lost (to tell an adult immediately or use telephone by dialing "zero" for help and giving information, name, etc.)	Practices emergency procedures in case of fire, storm, civil defense, accident, etc. Practices use of telephone in any emergency	Knows proper emergency procedures for fire, storm, civil defense, farm accidents, heavy construction machinery accidents Knows emergency procedure for telephone operation to secure police protection, fire protection, medical help, ambulance service, rescue squad
	Develops attitude of caution in respect to strange animals, pets, people, gifts and rides from strangers	Develops an understanding of caution with regard to pets, animals and strangers (gifts, rides, etc.)	Avoids dangers of receiving bribes of liquor, cigarettes, narcotics
	Develops respect for public and private property important to child's everyday living; i.e., stores, library, parks, hospitals, churches, post offices, restaurants, swimming pools, lawns and mail boxes	Knows location of and practices respect for public and private property, i.e., library, parks, bank, principal stores, post office, mail boxes, lawns, hospital, etc.	Knows location of and respect for parks, stores, recreational areas, and other community facilities important to everyday living
	Develops understanding in location of own home in relation to school	Knows physical geography of community with respect to county, state, and nation Knows own school neighborhood in relation to town, city, or village	Knows physical geography of community with respect to county, state, and nation Knows location of city, town, or village in relation to county or county seat
	Develops understanding of appropriate behavior in various public places	Practices correct etiquette in public places Cooperates with people in authority in the community	Observes etiquette proper for the occasion in public places Respects people of authority

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Develops understanding and recognition of color and shape of community traffic signs for everyday living; i.e., stop, go, danger, caution, keep out, etc.	Practices obedience to traffic regulations and signs	Participates in local drivers' education program
	Develops understanding of a limited number of places of interest within own community	Knows state capital, nearest airport and other areas of particular interest	Knows location and importance of city and county government with corresponding officials and duties
IN THE STATE		Appreciates state history, services, recreational areas, etc.	Respects state history, opportunity and contributions of the state
		Develops a respect for the state's means of livelihood and products	Knows available jobs and specific occupations; i.e., dairying, food stores, bakery, drive-ins, cafes, nurseries, farms, ranches, heavy construction, carpentry, car park, post office, fire department, police department, armed forces, Job Corps Plan, and Neighborhood Youth Corps
	Develops attitude of pride in citizenship, carried throughout in school room, community, state and nation	Practices good citizenship in school room, state and nation	Knows and practices the difference between being a good citizen and an undesirable citizen
	Develops understanding of need; to work, share, vote, and to live together cooperatively in carrying out the democratic way of life	Practices in a democratic way the need to vote, work, share and live together cooperatively	Appreciates the advantages of the democratic way of life
		Demonstrates pride in our state through activities in connection with Nebraska Day and Arbor Day	Appreciation of Nebraska as a contributing factor in the nation

AREA	PRIMARY	INTERMEDIATE	ADVANCED
		Knows locations in relationship to own home through reading and construction of maps which locate places of importance in the county, state, nation and world	Locates own home with respect to county, state, nation and world
		Learns means of communication and transportation through the study of people connected with each; i.e., telegraph, telephone, radio, T.V., theatre, train, plane, ship, etc.	Understands with background, the development of communication and transportation in relationship to the county, state, nation and world
IN THE NATION	Develops understanding of the nation through Pledge of Allegiance to the Flag	Practices Pledge of Allegiance, proper handling of the flag, and proper respect for the flag in parade	Observes proper flag etiquette
	Learns to recognize and respect "The Star Spangled Banner" and learns to sing "America"	Learns to sing, from memory, the first verse of the National Anthem	Sings the National Anthem in group activities
		Respects the United States mail and the conveyances connected with the delivery and receiving of the mail	Knows that disturbing the mail is a Federal offense
	Develops a pride in the nation through special days - Columbus Day, Thanksgiving, Christmas, Lincoln's Birthday, Washington's Birthday, Easter, Valentine's Day, New Year's Day	Develops a pride in the nation through current events and special days; i.e., Fire Prevention Week, Educational Week, Columbus Day, Book Week, Thanksgiving, Christmas, New Year's Day, Edison's Birthday, Lincoln's Birthday, Washington's Birthday, Easter, Memorial Day, Flag Day, Independence Day, Labor Day, Veteran's Day	Knows the importance of special holidays in connection with the development of the nation

AREA	PRIMARY	INTERMEDIATE	ADVANCED
		Develops an attitude of appreciation for our nation through natural resources, people, water, forests, farmland, national parks, animals (domestic, game) etc.	Makes field trips to as many of the state's natural resources as feasible
		Use audio-visual aids to develop an appreciation of our state and nation	Uses maps, films, filmstrips, and charts to better understand the economic stature of our nation
		Develops an appreciation of inventors	
		Develops an appreciation of the social progress of our nation through our educational system and welfare organizations	Makes field trips to observe the educational and welfare systems in action; i.e., trade schools and government projects, etc.
		Develops some appreciation of our government through current events from all available sources; i.e., radio, T.V., daily newspaper, Weekly Reader, etc.	Makes field trips to any seats of government available to the class

SUGGESTED TOOLS FOR THE TEACHING OF SOCIAL SKILLS

ballot

ballot booth

ballot box

catalogues

catalogue order blanks

chalk talks

charts (experience, picture, etc.)

check blank

compass

credit

daily newspaper

deposit slip

driver's manual

field trips

films

film strips

flannel graph

globe

income tax forms

jig-saw puzzles (commercial, homemade, etc.)

magazines (Weekly Reader, Current Events, Scope, etc.)

maps (commercial, homemade, etc.)

money order blank

opaque projector

pegboard

overhead projector

pictures (commercial, advertising, homemade, etc.)

planetarium

receipt

resource materials (free, commercial, etc.)

resource people

social security forms and other government forms used in everyday life

tape recorder

telephone directory

REFERENCE MATERIALS FOR THE TEACHING OF THE SOCIAL SKILLS

1. Social Skills for Living and Learning - A guide for teachers of children with retarded development by Margaret A. Neuber - 1962
   Athletic Store
   State College, Pennsylvania

2. Basic Curriculum Materials for classes of children with mental retardation - Exceptional Children Division
   State University College
   1300 Elmwood Avenue
   Buffalo, New York 1422

3. Basal Program for the Educable Mentally Retarded - Bulletin No. 62CBM8

   Food Trades-Resource Unit - Special Classes - Bulletin No. 53CB86

   Learning About Jobs - Special classes in Jr. High School - Bulletin No. 54CB83

   Parking System - Bulletin No. 53CB88

   Building Maintenance - Bulletin No. 60CB10

   Motor Vehicle Maintenance - Bulletin No. 59CB2
   Dr. John W. McFarland, Supt.
   Houston Independent School District
   Administration Offices, 1300 Capitol Avenue
   Houston 2, Texas

4. Curriculum Aids for the Middle Grades - Where to get Free and inexpensive materials - By Byrn and Olson, Washington School, Phoenix, Arizona (very fine)
   Fearon Publishers
   2263 Union Street
   San Francisco 23, California

INTRODUCTION TO HEALTH CURRICULUM

Any school activity is valuable as it serves the basic needs of all children. A carefully thought out and administered health program will bring about many desirable habits and attitudes among the mentally retarded children. A health program must be judged on the basis of the contribution it makes to the positive, wholesome development of each child. Concepts in health should be developed in accordance with the child's maturity. The teacher will plan and teach the health program in terms of specific children, living in a specific environment, following general objectives.

It is recommended that the area of first aid be taught under the guidance of the school nurse, the school doctor, health department or, if these services are not available, it should be taught under the guidance of a local nurse or doctor.

Physical Education should follow the guide distributed by the Department of Education, or the guide set up by each school system, according to the physical abilities of the students. The program can be comparable to that of the regular classrooms, but must be modified to take care of the individual abilities and capacities of the children. The teacher should direct organized play during recess time.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
MAINTAINING GENERAL FITNESS	Begins good eating habits	Identifies basic foods	Knows balanced diet
FOOD AND NUTRITION		Knows proper eating habits	Understands the need for cleanliness when working with foods
		Understands the value of balanced meals	
	Refer to Homemaking unit		
PLAY AND EXERCISE	Knows places to play	Knows the need for physical exercise	Realizes the various types of recreation

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Enjoys regular exercise at home and at school	Knows when to use school and public equipment	Realizes the various types of recreation
			Has the proper attitude toward recreation
REST AND SLEEP	Knows how to prepare for bed	Has a knowledge of the need for rest and sleep	Is responsible for own bedtime or rest period
	Is aware of a need for enough rest and sleep	Knows the proper habits that are necessary when preparing for bed	Knows and practices good bedtime habits
PERSONAL HYGIENE	Washes hands, face and body	Understands why teeth should be brushed	Has basic understanding of body functions
	Brushes teeth	Understands the importance of regular bathing	Breathing
	Practices proper toilet habits	Knows how to care for the nails	Elimination
	Uses kleenex or handkerchief	Knows what to do about menstruation	Menstruation
GOOD POSTURE	Learns to sit properly	Understands proper procedures of sitting, walking, standing, lifting, carrying, etc.	Knows the advantages of good posture for health and social advantages
	Learns to stand and walk properly		
GOOD GROOMING	Knows what clothes are worn in the winter or summer	Realizes that certain clothes must be worn for various reasons and weather conditions	Knows how to select proper clothes
	Knows that clean comfortable clothes should be worn	Knows the simple basic rules for the care of clothes (clean underclothes)	Knows that different occasions need different clothes
			Knows how to care for clothes

AREA	PRIMARY	INTERMEDIATE	ADVANCED
PHYSICAL HYGIENE	Identifies major parts of the body: head, arms, legs, etc.	Realizes the need for regular dental and medical appointments	Has basic understanding of body functions
	Knows how to blow his nose	Is introduced to functions of the various organs	Understands how to care for the body properly
	Understands the simple care of the eyes, ears, nose and mouth		Is aware of dangers of smoking, alcohol and drugs
DISEASE PREVENTION	Covers nose and mouth when coughing or sneezing	Understands that he should remain at home if he feels ill	Understands the need to follow the instructions of the doctors or nurse
	Stays away from people who are ill	Reports to teacher or school nurse any time he feels ill while in school	Is able to give essentials of illness to doctor
	Realizes that he should not use other people's utensils	Realizes the need for regular checkups by doctors and dentists	Knows how to use a fever thermometer
MENTAL HYGIENE	Recognizes boys and girls differ physically	Seeks help from mother, teacher, nurse, when he is confronted by a problem	Understands physical change in his own body
	Tells problems to his mother or teacher	Develops feelings of self-worth	Develops proper sex attitudes and habits
	Knows that mothers have babies	Is able to accept criticism	Develops a good concept of his capabilities, talents and interests
	Knows that eggs hatch chickens other animals have babies		Begins to develop good inter-personal relationships
			Accepts his responsibilities

AREA	PRIMARY	INTERMEDIATE	ADVANCED
GENERAL HEALTH KNOWLEDGE	Realizes that the school nurse is a friend	Realizes that the school nurse maintains a chart on him	Knows that the school nurse is available to help him when he has health problems
	Realizes that the school nurse checks eyes, ears, body, weight, height, etc.	Realizes that she keeps a regular check on his health	Knows that the nurse has a record of his health on file
	Realizes that the school nurse will help him when he becomes ill or has an accident	Realizes that he must report to the nurse any signs of illness	
		Realizes that the nurse will admit him to school following an illness	
		Realizes that the nurse will answer his questions regarding health or physical development	
	Knows his doctor's name	Knows the agencies that provide a doctor if there isn't a family doctor	Knows the telephone numbers and places to call if a doctor is needed
	Knows that the doctor gives him shots, checkups, etc.	Realizes that the doctor is his friend	Understands the importance of keeping doctor's appointments
			Knows about clinics
			Realizes that there are medical services available for those who cannot afford a family doctor
	Realizes that a dentist looks at his teeth	Understands why dental care is necessary	Is aware when teeth need care
	Knows that if his teeth hurt he goes to a dentist	Realizes that we need periodical checkups	Understands the role of a dentist

AREA	PRIMARY	INTERMEDIATE	ADVANCED
PUBLIC FACILITIES	Knows how to use a public rest rooms properly Knows how to use a public drinking fountain	Realizes that he must help to keep public facilities clean	Realizes that unclean public facilities may be unhealthy
SANITATION DEPARTMENT	Knows that the garbage man takes the garbage away Knows why it is necessary to have garbage men	Understands from a health aspect why correct garbage disposal is necessary	Understands the importance of the sanitation department Knows the proper method of disposing of trash Is aware of need for sewage disposal Knows the need of water purification

INTRODUCTION TO VOCATIONAL ARTS

The purpose of a vocational arts program is to prepare the EMR youth for his place in society as a useful citizen. It must be remembered that this person must be prepared to manage a home, a family, and a job to the best of his ability. Boys should be expected to participate in the various areas of vocational arts since they must share the responsibility, upkeep and standards of the home and family.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
KITCHEN SKILLS	play apparatus ex: play stove, sink, dishes	name and use of equipment in kitchen - stove, sink, deep freeze, refrigerator, cooking utensils cleanliness in kitchen 1. of person handling food 2. of cooking utensils 3. of food 4. washing dishes 5. putting kitchen in order after meals	skills in commercial kitchens 1. use of dishwashers 2. preparation of food 3. waitress work 4. other skills
TABLE ETIQUETTE	play house situation	understands how to set table properly for: 1. simple lunch 2. breakfast 3. tea knows proper dishes to use	understands how to set table properly for: 1. tea 2. breakfast 3. dinner 4. holiday meal Use of centerpieces, proper dishes and glasses Encourage use of table cloth
SAFETY IN KITCHEN	general rules concepts of hot and cold	general rules care in use of matches, steam, hot grease	electrical outlets electrical appliances

AREA	PRIMARY	INTERMEDIATE	ADVANCED
INITIAL PREPARATION FOR COOKING	learning cooking terms	1. learning cooking terms 2. recognizing cooking utensils 3. measuring a. cupful b. spoonful c. half full d. empty 4. reading and discussing how to use recipes	1. same as intermediate 2. same 3. measuring a. 1/4, 1/2 teaspoon b. tablespoon c. 1/4, 1/2, 1/3 cup d. pint, 1/2 pint 4. same as intermediate
MARKETING	pupils accompany teacher to market, play store	play store, read ads, visit grocery store, make planned purchases	shopping, comparing costs, values, determining quantities, foods in season
	Be aware of community attitude toward your class when planning trips		
COOKING	1. frost cracker or cookie 2. cocoa 3. chocolate milk - may use powdered milk 4. popcorn 5. making butter	Breakfast 1. recognition of proper foods 2. experience in planning and preparation Lunch 1. recognizing a balanced lunch 2. planning and preparing 3. planning and preparing a tea, ex: mother's tea	Dinner 1. recognition of foods 2. planning and preparing dinner 3. menu planning 4. canning and freezing food
HOME MANAGEMENT	dusting, sweeping, help keep classroom clean and neat play house situation	1. care of own room, cleaning, storage 2. care of floors, sweeping, mopping 3. keeping cupboards neat in classroom	1. care of housecleaning, bedmaking, storage 2. care of floors, sweeping, mopping, waxing, rug care (vacuuming) sweeping, shampoo 3. furniture - wood dusting, polishing, upholstery brushing and vacuuming 4. care of household equipment -

AREA	PRIMARY	INTERMEDIATE	ADVANCED
			kitchen, bathroom appliances 5. simple laundry method (use of soap, water, bleaches, starch) hand wash and machine laundry, (electrical,manual and laundromats)
CHILD CARE	play house, dolls	playing dolls, paper dolls, playing with primary children cooperation with younger children in home	instructions for babysitting, basic child care 1. bathing 2. dressing 3. general supervision 4. feeding 5. toilet training
SEWING	sewing cards, stringing beads	handsewing, threading needles, cutting, sewing on buttons, hems, needle book, pincushion, doll clothes, simple mending	machine sewing, towels, aprons, curtains, sewing terms, use of sewing equipment, choosing materials and patterns and notions, reading patterns, skirts, blouses, dresses, baby clothes, gifts
MANUAL SKILLS	sewing cards, weaving hot pads, braiding	simple straight knit and garter stitches, slippers	simple embroidery knitting simple sweaters
MANUAL TRAINING	pounding board, hammer and nails, peg board, easel painting, simple construction (blocks, tinker toys, Lincoln Logs, milk cartons) educational manipulative toys	sanding, simple construction, painting, sawing	Industrial Arts Program home upkeep, planning and solving problems in construction; work study program leading to simple repair of screens, painting of house, rooms, etc.

INTRODUCTION TO ARTS AND CRAFTS

Arts and Crafts Program is important and esential in the education of the mentally retarded child. These activities relieve tensions and aid in muscular control and coordination. Arts and Crafts correlate well with the other areas of the curriculum.

The skills and techniques employed in the Arts and Crafts Program should be geared to the ability and interest of the individual child. The teacher must realize that progress will be slow and the standard of work lower than that for the average child. The work that is pleasing to the child should be acceptable to the teacher.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
DRAWING	simple object ex: family experience story or rhyme	complete picture	sketching and perspective
PAINTING	finger painting	water, tempera, string	water, tempera, oil, (wood crafts)
PAPIER CRAFT	cutting and pasting, folding, perhaps from pattern	cutting, tearing, pasting, folding	creative paper work
PAPIER-MACHE'	strip mache' ex: covering bowls sawdust	mache' over forms ex: animals, puppets	pulp mache' ex: puppets
3-D ART	pasting, toothpicks, macaroni, seeds on paper	simple dioramas	dioramas
PUPPETS	finger puppets stick puppets	hand puppets children make background	string puppet children make background
MODELING	manipulation of clay sawdust	modeling and molding permanent articles salt and flour	molding, ceramics

AREA	PRIMARY	INTERMEDIATE	ADVANCED
WEAVING	paper, loops, ex: potholders	loops and yarn, beginning basket weaving	looms, basket weaving

RECIPES FOR USE IN ARTS AND CRAFTS

Papier Mache' Pulp

materials
- warm water
- 2 bowls
- flour
- cloth
- old newspapers

procedure

Tear old newspapers or paper towels into tiny pieces, enough to nearly fill a bowl. Put the paper bits in a bowl and pour warm water over them. Let soak over an hour. Scoop the wet paper into a piece of cloth. Hold the corners of the cloth together and twist to wring out all the water. Pour the water out of the bowl and put the damp paper back into it. In another bowl mix two spoonfuls of flour with enough water to make a paste. Mix the paste with the damp paper.

Bumpy Dough

materials
- 3/4 cup flour
- 1 cup salt

procedure

Mix salt and flour with a few spoonfuls of water. Keep adding water by spoonfuls until the mixture is doughy. Add tempera for color. This may be used on paper for 3 dimensional pictures.

Flour and Salt Clay

1. materials
   - 2 parts salt
   - 1 part flour
   - water -- enough to make thick paste consistency
   - food coloring -- if desired

   procedure
   - mix above together

2. variation

   materials
   - 1 cup flour
   - 1 cup salt
   - 1 cup water

   procedure

   Mix together ingredients and put in top part of a double boiler. Cook until firm. Remove from heat and knead on wax paper. If too soft, sprinkle with cornstarch before kneading

Flour Paste

materials
- 1 cup flour
- 1 cup sugar
- 1 qt. water

procedure

Boil flour, sugar, water until clear. Add 1 tablespoon powdered alum

Christmas Snow

materials
- 1 cup detergent
- 1 cup plastic starch

procedure

Whip to consistency of whipped cream

Sawdust Mache'

materials
- 1/2 cup flour
- 1 teaspoon sodium benzoate
- 1 teaspoon powdered alum (heaping)
- 1/2 teaspoon sugar
- 1 pint warm water

procedure

Mix dry ingredients, moisten with water to make a smooth paste. Add remaining water and cook till thick...stir constantly. Add very fine sawdust. This makes a plastic mass that holds shape. Work together and mold.

Cooked Modeling Clay

materials
- 1 cup cornstarch
- 2 cups salt
- 1 cup hot water

procedure

Boil salt and water a few minutes. Add 1 cup cold water to starch. Pour starch into boiling water (salted) and stir until thick. Cool and store in plastic bag.

Soapsuds Pictures

materials
- 1/2 cup dry detergent
- 2 tablespoons liquid starch

procedure

Beat the detergent and starch with an egg beater in a mixing bowl. When it is like thick marshmallow frosting it is ready. Color as desired with food coloring and "paint" on paper.

Recipes continued

Gesso

materials

7 cups Silex or whiting
2 cups liquid glue
1/3 cup varnish
1 cup boiled linseed oil

procedure

Mix Silex with enough water to make a thick cream. Stir in glue, varnish and oil. Boil in double boiler for 20-30 minutes

Finger Paint

1. materials

1 cup laundry starch
1 quart boiling water
1 cup soap flakes
paint--poster or powder

procedure

Mix together above ingredients

2. Variation

Sta-Flo liquid laundry starch may be colored with powdered tempera and used as is for finger painting

Chemical Garden

materials

6 tablespoons bluing
6 tablespoons salt
6 tablespoons water
1 tablespoon ammonia

procedure

Mix. Pour on lump of coal in a dish. Color may be added.

ARTS AND CRAFTS REFERENCE MATERIALS

BOOKS

Childcraft
Vol. 9 - Make and Do

Classroom Papercraft Projects and Patterns
by Margaret Boglipsch & Katherine M. Daly

Curriculum Aids for Middle Grades
Fearon Publishers
2263 Union Street
San Francisco 23, California

Here's How and When
by Armilda B. Keiser
Friendship Press
New York, New York

Make-it Book
McCalls
Golden Press
New York, New York

Patterns for Children
Educational Bureau
Coats and Clark
430 Park Avenue
New York 22, New York

MAGAZINES

Grade Teacher
23 Lerory Avenue
Darien, Connecticut 06820

Instructor
Danville, New York 14437

Jack and Jill
641 Lexington Avenue
New York, New York

Pack-O-Fun
14 Main Street
Park Ridge, Illinois 60068

INTRODUCTION TO SAFETY CURRICULUM

Safety does not need to be taught as a separate class, but should be integrated into total program. It should be continually stressed. Not only safety knowledge should be taught, but also active participation in safety practices. Primary and intermediate learnings must be reinforced at succeeding levels. Areas to be stressed will vary with the locality. For example, farm safety would not be stressed in an urban area.

AREA	PRIMARY	INTERMEDIATE	ADVANCED
HOME	Knows who can help him if hurt	Knows how to report a fire or accident	Understands importance of keeping home and contents repaired
	Understands possible dangers of medicines	Awareness of accident area such as stairs	Understands procedures before handling appliances
	Stays in his own neighborhood	Knows proper use of television and radio	Understands that appliances have specific uses
	Keeps toys in proper place	Awareness of dangers of power tools	Can use inflammable materials with care
	Knows things that burn - matches, hot water faucets, water in bathtub, cleaning fluids, pots from stoves, irons, etc.	Understands dangers of inflammables	Understands dangers of power lawn mowers and tools
	Knows things that cut or jab such as scissors, knives, saws, sharp edges, broken glass, etc.	Awareness of open windows	
		Awareness of dangers of household chemicals	Knows how to use power lawn mowers and tools
		Knows how to handle sharp objects such as knives and scissors	Can replace electrical fuses and bulbs properly
	Knows things that can make us fall such as slippery steps or roads, banana peels, ice, snow, or climbing too high	Knows how to handle matches	Can eliminate common accident hazards
	Is aware of electrical dangers	Knows that bathroom accidents are caused by misplaced soap	Understands the need for insurance against accidents and disasters
		Avoids unlabeled medicine bottles and containers	Understands accident hazards for babies and children

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Is aware of dangers of inflammables and cleaning fluid	Knows not to touch electrical equipment with wet hands Knows how to test temperature of bath water Knows not to leave small children in bathroom alone Knows how to handle equipment, electric switches, etc.	Knows proper care of infants
SCHOOL	Recognizes authority and obeys teachers, bus drivers, etc. Understands fire drill rules Knows how to get on and off school bus Understands proper playground behavior Can give his name if asked Knows safest way to walk to and from school Can play on playground equipment safely Recognizes bus number and driver Knows how to behave on the bus Knows how to report a fire to the person in charge Obeys authority in safety directions	Knows proper playground behavior Knows fire exits and procedures Knows simple first aid rules Knows civil defense signals Knows dangers of playground equipment Obeys school safety patrol Moves desks and equipment safely to avoid injuries	Knows how to stop bleeding Knows how to give assistance in case of accident, i.e., keeping injured warm, keep crowd back, etc. Avoids dangers on playground Picks up objects which may trip others Can operate power tools properly under supervision

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Stays to right in hallways and entrances		
	Keeps foreign objects out of mouth		
	Sits on chairs correctly, feet out of aisles		
	Carries scissors with points down		
	Opens doors with handles -- does not put hands on glass		
	Avoids touching hot radiators		
	Goes up and down stairs one step at a time		
	Takes turns at fountains; avoids pushing in lines		
	Carries trays with both hands		
	Knows not to leave water running in rest rooms and to avoid getting floor wet		
	Looks ahead when running		
TRAFFIC	Stays with adult in traffic	Does not hitch rides on backs of cars or trucks	Understands dangers of driving automobiles
	Stays out of streets	Bicycle Safety:	
	Understands dangers of playing in streets and alleys	Keeps bicycle repaired Learns traffic rules as a bicyclist	Keeps automobiles in good repair
	Obeys and understands traffic signals	Keeps to right	Drives safely; obeys all rules

AREA	PRIMARY	INTERMEDIATE	ADVANCED
	Obeys school patrols and policemen	Gives pedestrians the right of way	
	Looks both ways before entering streets	Knows bicycle safety rules	
	Walks across streets, never runs	Understands pedestrian laws, signs and signals	
	Avoids jaywalking	Has respect for law and safety	
	Is extra careful in bad weather	Understands vehicle traffic and safety signs	
	Does not cross street between parked cars	Observes safety rules when crossing railroad tracks	
	Never gets into a stranger's car	Walks facing traffic on streets and highways	
	Is aware of clothes color for different types of weather	Knows to stay away from road equipment	
COMMUNITY	Has respect for danger of water	Understands what to do when lost	Can give artificial respiration
	Knows not to accept gifts from strangers	Understands dangers of fire, police, and rescue units	Carries hunting and fishing equipment properly
	Knows not to pet stray dogs and cats	Knows how to travel safely in the community	Knows natural hazards such as poison ivy, poison oak, poisonous snakes and spiders
	Respects dangers of farm animals and equipment	Is aware of specific hazards of the locality	Awareness of possible rabid animals
	Stays away from railroad tracks		Understands proper storm procedure
			Understands Civil Defense rules

AREA	PRIMARY	INTERMEDIATE	ADVANCED
FIRE	Knows dangers of matches, lighters, burning trash, starting bonfires Knows dangers of playing around stoves, heaters, or gasoline	Knows that heaters and irons are fire hazards Knows dangers of lighting gas stoves Understands safety rules for fire prevention	Can put out common fires Can inspect his home for fire hazards Knows dangers of cleaning fluid and fire Knows how to build and extinguish camp fires
SEASONAL AND HOLIDAYS	Knows danger of fireworks Is aware of limited visibility when wearing masks Is aware of sleighing dangers Knows proper places and etiquette for roller skating	Aware of dangers of Christmas tree lights and candles Knows dangers of jack-o-lanterns with candles Is aware of thin ice and dangers when ice skating Knows proper use of skateboard Is aware of proper precautions to be taken in case of a storm	Knows how to handle hunting and fishing equipment Is aware of boating hazards Knows dangers of dry Christmas trees
VOCATIONAL			Understands job hazards such as moving machinery, sleepiness, etc. Understands need for safe and proper clothing Keeps hair and eyes covered when working around machinery Observes safety rules of plant or business Observes all safety rules when working around machinery

APPENDIX A

The following pages are merely inserted as examples of forms that have been used in some schools for gathering pupil information and for use in conference with parents. They are not intended to be considered practical or complete in terms of a given school's need.

PARENT - TEACHER CONFERENCE

Schedule Form

Dear Parent:

A report of the progress of your child _____ will be given at the school. We urge you to be present because we feel this conference will help us to better meet the needs of your child.

The time for your conference is indicated below:

Child's Name _____

Time _____ to _____ Date _____

Teacher _____ Room _____

If it is impossible for you to meet with us at the scheduled time, please explain on the form below so we can reschedule at a later time.

- -

Please tear off and return

The above conference is scheduled for:

Child's Name _____

Date _____ Time _____ is satisfactory.

Parent's Report of Child to School

PHYSICAL HISTORY:

Name_____Age_____Date_____

Height_____Weight_____General Appearance_____

Posture_____Movements_____Gait_____

Diseases: Colds_____Measles_____Mumps_____

Chickenpox_____Whooping cough_____Diphtheria_____

Smallpox_____Pneumonia_____Convulsions_____

Other Diseases_____

Injuries_____Operations_____

HEALTH HABITS:

What is child's regular bedtime?_____

What time does he get up?_____

Does he sleep alone? _____Sleep well?_____

Does the child take the responsibility of brushing teech, etc._____

EMOTIONAL REACTIONS:

Does child have temper tantrums?_____Usual cause_____

Does child have fears?_____

Does child seem to worry?_____

Does child cry easily?_____

Does child suck thumb_____twist hair_____bite nails_____

Is child jealous?_____

HOME SITUATION:

Withwhom does child live?_____

Number in household?_____

Other people living in the home?_____

Type house:_____Type Neighborhood_____

No. rooms_____No. bedrooms_____Time lived in home_____

Other towns where child has lived_____

Bath and toilet facilities_____Eating habits_____

Parent's Report continued

Language other than English known by parents or used in home_____

Parents' attitude toward child_____

Inter-family relationship_____

Methods of discipline_____

Recreational facilities in the home_____

Sunday School attendance_____Movies_____other activities_____

Status in neighborhood - with adults_____with children_____

PARENT AND TEACHER CONFERENCE

Name_____ Date_____

Suggested Topics for Discussion in the Conference

Ability to cooperate with teacher_____with other children_____

Carries responsibility for his age_____

Respects property and authority_____

Courteous_____

Pays attention_____

Follows directions_____

Shows readiness_____

Work Habits_____

Oral reading_____Silent reading_____

Oral expression_____Written expression_____

Social Studies_____

Arithmetic_____

Writing_____

Spelling_____

Health_____Physical Education_____Safety_____

Art_____Music_____

What does parent want most for his child?

Does parent feel school is doing all it can for child?

Suggestions as to how home and school could work together for the child's welfare.

Leave parent with a feeling that his cooperation, visits, and suggestions as to the good of his child are welcome at any time. Impress upon them that you are both working for the same goal -- the welfare of the child.

APPENDIX B

Guideline Evaluation Forms

EVALUATION

This is your guide. Your comments and suggestions will be used to improve it. Please fill out and mail by the end of the 1965-66 school year.

Please rate this guide by placing a circle around the number corresponding to your experience in using this guide.

Example: 1 - poor, 2 - fair, 3 - good, 4 - very good, 5 - excellent

A rating of 1 through 2 could require a major revision - use following pages to write your suggestions for improvement
3 through 4 would require a minor revision
5 would require only periodic revision

GENERAL

A. Readability 1 2 3 4 5 _____

B. Usefulness 1 2 3 4 5 _____

C. Organization 1 2 3 4 5 _____

D. Format 1 2 3 4 5 _____

E. Content 1 2 3 4 5 _____

The following information will help the revision committee evaluate your comments.

School district enrollment _____Number of special classes in your district_____Number of pupils in special class_____

CA Range of class_____

Subjects taught (if school is departmentalized)_____

Years experience you have had in regular class_____

Special class_____

In my particular setting this guide was:_____
_____

EVALUATION OF ARITHMETIC GUIDELINES

1. Was this section easy to follow?_____

2. Was it too detailed?_____not detailed enough_____satisfactory_____

3. Can you suggest any areas not included which should be _____

_____

4. Was the primary level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt were inappropriate:_____

_____

5. Was the intermediate level too easy for most of your children?_____too difficult?_____

appropriate?_____

6. Was the advanced level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt inappropriate?_____

_____

7. How much did you follow and depend upon this section -- completely____, frequently,_____partially_____,

seldom_____, never_____.

8. In the revision of the guide I would like to see (additions, changes, etc.)_____

EVALUATION OF COMMUNICATIONS GUIDELINES

1. Was this section easy to follow?_____

2. Was it too detailed?_____not detailed enough_____satisfactory_____

3. Can you suggest any areas not included which should be _____

_____

4. Was the primary level too easy for most of your children?_____too difficult?_____

appropriate_____.

Examples of items you felt were inappropriate:_____

_____

5. Was the intermediate level too easy for most of your children?_____too difficult?_____

appropriate?_____.

Examples of items you felt inappropriate_____

6. Was the advanced level too easy for most of your children?_____too difficult?_____

appropriate?_____.

Examples of items you felt inappropriate?_____

7. How much did you follow and depend upon this section - completely _____, Frequently_____, partially_____

_____, seldom_____, never_____.

8. In the revision of the guide I would like to see (additions, changes, etc.)_____

EVALUATION OF SOCIAL SKILLS GUIDELINES

1. Was this section easy to follow?_____

2. Was it too detailed?_____not detailed enough_____satisfactory_____

3. Can you suggest any areas not included which should be _____

_____

4. Was the primary level too easy for most of your children?_____too difficult?_____

appropriate? _____

Examples of items you felt were inappropriate:_____

_____

5. Was the intermediate level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt inappropriate_____

_____

6. Was the advanced level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt inappropriate?_____

_____

7. How much did you follow and depend upon this section - completely_____, frequently_____, partially_____, seldom_____, never.

8. In the revision of the guide I would like to see (additions, changes, etc.)_____

EVALUATION OF HEALTH GUIDELINES

1. Was this section easy to follow?_____

2. Was it too detailed?_____not detailed enough_____satisfactory_____

3. Can you suggest any areas not included which should be _____

_____

4. Was the primary level too easy for most of your children?_____too difficult?_____

appropriate_____

Examples of items you felt were inappropriate:_____

_____

5. Was the intermediate level too easy for most of your children?_____too difficult?_____

appropriate_____

Examples of items you felt were inappropriate:_____

_____

6. Was the advanced level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt were inappropriate:_____

_____

7. How much did you follow and depend upon this section - complecely _____, frequently_____,

partially_____, seldom_____, never_____.

8. In the revision of the guide I would like to see (additions, changes, etc.)_____

EVALUATION OF VOCATIONAL ARTS AND CRAFTS GUIDELINES

1. Was this section easy to follow?_____

2. Was it too detailed?_____not detailed enough_____satisfactory_____

3. Can you suggest any areas not included which should be _____

_____

4. Was the primary level too easy for most of your children?_____too difficult?_____

appropriate_____

Examples of items you felt inappropriate_____

_____

5. Was the intermediate level too easy for most of your children?_____too difficult?_____

appropriate_____

Examples of items you felt inappropriate_____

_____

6. Was the advanced level too easy for most of your children?_____too difficult?_____

appropriate_____

Examples of items you felt were inappropriate:_____

_____

7. How much did you follow and depend upon this section - completely_____, frequently_____

partially_____, seldom_____, never_____

8. In the revision of the guide I would like to see (additions, changes, etc.)_____

EVALUATIONS OF SAFETY GUIDELINES

1. Was this section easy to follow?_____

2. Was it too detailed?_____not detailed enough_____satisfactory_____

3. Can you suggest any areas not included which should be _____

_____

4. Was the primary level too easy for most of your children?_____too difficult?_____

appropriate_____

Examples of items you felt were inappropriate:_____

5. Was the intermediate level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt were inappropriate:_____

_____

6. Was the advanced level too easy for most of your children?_____too difficult?_____

appropriate?_____

Examples of items you felt were inappropriate:_____

_____

7. How much did you follow and depend upon this section - completely_____, frequently_____,

partially_____, seldom_____, never_____.

8. In the revision of the guide I would like to see (additions, changes, etc.)_____